

Grade 5 Week 1

Massachusetts Performance Standards

The students will:

- 10.3 Identify and analyze the characteristics of various genres (poetry, fiction, nonfiction, short story, dramatic literature) as forms with distinct characteristics and purpose
- 7.3 Use letter-sound knowledge to identify unfamiliar words in print and gain meaning
- 4.14 Recognize and use words with multiple meanings and be able to determine which meaning is intended from the context of the sentence
- 19.14 Write stories or scripts containing the basic elements of fiction
- 22.2 Use correct standard English mechanics such as using appropriate end marks such as periods and question marks
- 12.1 Identify the elements of plot, character, and setting in a story
- 5.14 Identify correct mechanics and correct sentence structure

Unit 1 Book 1
Unit Theme: Challenges
Story Theme: School Contest
Story 1: Miss Alaineus
Genre: Realistic Fiction (10.3)

Objectives (Students will...)

1. Phonics/decoding/spelling – Build and recognize short vowel sounds and variants (7.3)
2. Find and use synonyms of words (4.14)
3. Write voluntarily for different purposes (19.14)
4. Introduce sentence types: statement, question, command, and exclamation (5.14)
5. Introduce mechanics and usage: punctuate sentences (22.2)
6. Identify character as an element of plot (12.1)
7. Review setting of a story (12.1)

Essential Question

What challenges, responsibilities, and emotions are involved in contests?

Teacher Resources

1. Treasure Reading Book 1
2. Spelling Practice Book
3. Grammar practice Book
4. Leveled Readers

Media and Technology Resources

1. Audio Tapes
2. Transparency
3. Smart Board

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.
Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.
Quiz: Formal assessments will be given as warranted by the curriculum.
Spelling Assessments
Weekly Assessments – Reading Comprehension

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Grade 5 Week 2

Massachusetts Performance Standards

The students will:

- 10.3 Identify and analyze the characteristics of various genres (poetry, fiction, nonfiction, short story, dramatic literature) as forms with distinct characteristics and purpose
- 7.8 Use letter-sound knowledge to decode written English
- 4.7 Use knowledge of the meaning of individual words to predict the meaning of unknown compound words
- 19.7 Write or dictate letters, directions, or short accounts of personal experiences that follow a logical order
- 5.4 Recognize the subject-predicate relationship in sentences
- 8.14 Make judgments about setting, characters, and events and support them with evidence from text

Unit 1 Book 1
 Unit Theme: Challenges
 Story Theme: American Legends
 Story 2: Davy Crockett Saves the World
 Genre: Tall Tale (10.3)

Objectives (Students will...)

1. Phonics/decoding/spelling – list and classify words with long vowels (7.8)
2. Make compound words (4.7)
3. Writing narrative about a skilled person (19.7)
4. Introduce subjects and predicates (5.4)
5. Identify plot and setting of a story (8.14)

Essential Question

Who are some of the legendary figures of American History?

 What qualities do they have?

Teacher Resources

1. Treasure Reading Book 1
2. Spelling Practice Book
3. Grammar practice Book
4. Leveled Readers

Media and Technology Resources

1. Audio Tapes
2. Transparency
3. Smart Board

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.
Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.
Quiz: Formal assessments will be given as warranted by the curriculum.
Spelling Assessments
Weekly Assessments – Reading Comprehension.

Lesson Completion Date:

Technology Used/ Date Used:

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Comments:

Grade 5 Week 3

Massachusetts Performance Standards

The students will:

- 10.3 Identify and analyze the characteristics of various genres (poetry, fiction, nonfiction, short story, dramatic literature) as forms with distinct characteristics and purpose
- 7.8 Use letter-sound knowledge to decode written English
- 7.7 Use letter-sound knowledge to decode written English to read words with several syllables
- 4.16 Identify and apply the meaning of the terms antonym, synonym, and homophone
- 5.9 Identify the eight parts of speech
- 5.13 Identify simple and compound sentences
- 8.26 Recognize organizational structures and use of arguments for and against an issue

Unit 1 Book 1
 Unit Theme: Challenges
 Story Theme: Tree for Life
 Story 3: Forests of the World
 Genre: Nonfiction Article (10.3)

Objectives (Students will...)

1. Phonics/decoding/spelling – decode words with sounds – short u, long u, and (7.8)
2. Decode multi-syllabic words (7.7)
3. Using dictionary and homographs (4.16)
4. Introduce compound sentences and conjunctions (5.9, 5.13)
5. Identify compare and contrast text structures (8.26)

Essential Question

What would happen if trees disappeared from the world?

Teacher Resources

1. Treasure Reading Book 1
2. Spelling Practice Book
3. Grammar practice Book
4. Leveled Readers

Media and Technology Resources

1. Audio Tapes
2. Transparency
3. Smart Board

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.
Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.
Quiz: Formal assessments will be given as warranted by the curriculum.
Spelling Assessments
Weekly Assessments – Reading Comprehension

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Grade 5 Week 4

Massachusetts Performance Standards

The students will:

- 10.3 Identify and analyze the characteristics of various genres (poetry, fiction, nonfiction, short story, dramatic literature) as forms with distinct characteristics and purpose
- 7.5 Use knowledge of r-controlled letter-sound association to read words
- 21.1 After writing or dictating a composition, identify words and phrases that could be added to make the thought clearer, more logical, or more expressive
- 5.7 Identify correct mechanics, correct usage, and correct sentence structure
- 8.2 Retell a main event from a story heard or read

Unit 1 Book 1

Unit Theme: Challenges

Story Theme: Exploring Space

Story 4: Ultimate Field Trip 5 Blasting off to Space Academy

Genre: Nonfiction (10.3)

Objectives (Students will...)

1. Phonics/decoding/spelling – decode words with r –controlled vowels (7.5)
2. Introduce more ways to combine sentences (21.1)
3. Sentence mechanics – commas, colons, and capital letters (5.7)
4. Introduce summarizing by identifying the most important ideas in the text (8.2)

Essential Question

What is important about exploring space?

How do astronauts prepare for space travel?

Teacher Resources

1. Treasure Reading Book 1
2. Spelling Practice Book
3. Grammar practice Book
4. Leveled Readers

Media and Technology Resources

1. Audio Tapes
2. Transparency
3. Smart Board

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.
Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.
Quiz: Formal assessments will be given as warranted by the curriculum.
Spelling Assessments
Weekly Assessments – Reading Comprehension

Lesson Completion Date:

Technology Used/ Date Used:

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Comments:

Grade 5 Week 5

Massachusetts Performance Standards

The students will:

- 10.3 Identify and analyze the characteristics of various genres (poetry, fiction, nonfiction, short story, dramatic literature) as forms with distinct characteristics and purpose
- 7.5 Use knowledge of r-controlled letter-sound association to read words
- 5.23 Identify simple, compound, complex, and compound complex sentences
- 8.16 Distinguish cause and effect
- 8.22 Identify and analyze main ideas, supporting ideas, and supporting details

Unit 1 Book 1
Unit Theme: Challenges
Story Theme: Rescue Dogs
Story 5: Pipolo and the Roof Dog
Genre: Fantasy (10.3)

Objectives (Students will...)

1. Phonics/decoding/spelling – decode words with ur and ir (7.5)
2. Introduce run on sentences (5.23)
3. Identify cause and effect (8.16)
4. Introduce summarizing by identifying the most important ideas in the text (8.22)

Essential Question

What abilities do dogs have that make them useful for rescue work?

Teacher Resources

1. Treasure Reading Book 1
2. Spelling Practice Book
3. Grammar practice Book
4. Leveled Readers

Media and Technology Resources

1. Audio Tapes
2. Transparency
3. Smart Board

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.
Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.
Quiz: Formal assessments will be given as warranted by the curriculum.
Spelling Assessments
Weekly Assessments – Reading Comprehension

Lesson Completion Date:

Technology Used/ Date Used:

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Comments:

Grade 5 Week 6

Massachusetts Performance Standards

The students will:

- 10.3 Identify and analyze the characteristics of various genres (poetry, fiction, nonfiction, short story, dramatic literature) as forms with distinct characteristics and purpose
- 8.22 Identify and analyze main ideas, supporting ideas, and supporting details
- 8.2 Retell a main event from a story heard or read
- 7.3 Use letter-sound knowledge to identify unfamiliar words in print and gain meaning
- 4.14 Recognize and use words with multiple meanings and be able to determine which meaning is intended from the context of the sentence
- 5.7 Identify correct mechanics, correct usage, and correct sentence structure
- 5.9 Identify the eight parts of speech
- 21.1 After writing or dictating a composition, identify words and phrases that could be added to make the thought clearer, more logical, or more expressive
- 8.14 Make judgments about setting, characters, and events and support them with evidence from text

Unit 1 Book 1
Unit Theme: Challenges
Unit Review
Review Story: The Year of the Two Winters
Genre: Plays (10.3)

Objectives (Students will...)

1. Review comprehension skills from weeks 1-5 (8.22, 8.2)
2. Review vocabulary strategies from weeks 1-5 (7.3, 4.14)
3. Review grammar and spelling from weeks 1-5 (5.7, 5.9)
4. Review writing strategies from weeks 1-5 (21.1)
5. Review literary elements and study skills from weeks 1-5 (8.14)

Essential Question

Why are tall tales fun to read?

Teacher Resources

1. Treasure Reading Book 1
2. Spelling Practice Book
3. Grammar practice Book
4. Leveled Readers

Media and Technology Resources

1. Audio Tapes
2. Transparency
3. Smart Board

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.
Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.
Quiz: Formal assessments will be given as warranted by the curriculum.
Spelling Assessments
Weekly Assessments – Reading Comprehension

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Grade 5 Week 7

Massachusetts Performance Standards

The students will:

- 10.3 Identify and analyze the characteristics of various genres (poetry, fiction, nonfiction, short story, dramatic literature) as forms with distinct characteristics and purpose
- 4.7 Use knowledge of the meaning of individual words to predict the meaning of unknown compound words
- 8.22 Identify and analyze main ideas, supporting ideas, and supporting details
- 4.11 Identify the meaning of common idioms and figurative language
- 5.9 Identify the eight parts of speech

Unit 2 Book 2

Unit Theme: Discoveries

Story Theme: People Helping Animals

Story 1: Shiloh

Genre: Realistic Fiction (10.3)

Objectives (Students will...)

1. Phonics/decoding/spelling – to be able to build and use compound words (4.7)
2. To be able to make inferences about story events and characterizations (8.22)
3. To use dictionary skills to find and use idioms correctly (4.11)
4. To review the term noun (5.9)
5. To review types of nouns - common and proper (5.9)
6. Be able to identify common and proper nouns (5.9)
7. Be able to know mechanics of proper nouns, capitalizing proper nouns (5.9)

Essential Question

How do people help animals?

Teacher Resources

1. Treasure Reading Book 1
2. Spelling Practice Book
3. Grammar practice Book
4. Leveled Readers

Media and Technology Resources

1. Audio Tapes
2. Transparency
3. Smart Board

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.
Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.
Quiz: Formal assessments will be given as warranted by the curriculum.
Spelling Assessments
Weekly Assessments – Reading Comprehension

Lesson Completion Date:

Technology Used/ Date Used:

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Comments:

Grade 5 Week 8

Massachusetts Performance Standards

The students will:

- *10.3 Identify and analyze the characteristics of various genres (poetry, fiction, nonfiction, short story, dramatic literature) as forms with distinct characteristics and purpose*
- *4.4 Identify base words and their inflectional forms*
- *5.9 Identify the eight parts of speech*
- *14.3 Respond to and analyze the effects of sound, figurative language, and graphics in order to uncover meaning, in literature*
- *19.23 Write multi-paragraph compositions that have clear topic development, logical organization, effective use of detail, and variety in sentence structure*

Unit 2 Book 2
Unit Theme: Discoveries
Story Theme: Slithery Snakes
Story 2: Rattlers
Genre: Nonfiction Article (10.3)

Objectives (Students will...)

1. Phonics/decoding/spelling – to be able to form plurals with - s, - es, or by changing y to i and adding – es (4.4)
2. To introduce singular and plural nouns (5.9)
3. To introduce personification (14.3)
4. Use graphic organizers for paragraph writing for main idea and details (19.23)

Essential Question

What do you know about snakes?

How do rattlers catch their prey?

Teacher Resources

1. Treasure Reading Book 1
2. Spelling Practice Book
3. Grammar practice Book
4. Leveled Readers

Media and Technology Resources

1. Audio Tapes
2. Transparency
3. Smart Board

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.
Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.
Quiz: Formal assessments will be given as warranted by the curriculum.
Spelling Assessments
Weekly Assessments – Reading Comprehension

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Grade 5 Week 9

Massachusetts Performance Standards

The students will:

- *10.3 Identify and analyze the characteristics of various genres (poetry, fiction, nonfiction, short story, dramatic literature) as forms with distinct characteristics and purpose*
- *4.4 Identify base words and their inflectional forms*
- *19.23 Write multi-paragraph compositions that have clear topic development, logical organization, effective use of detail, and variety in sentence structure*
- *19.14 Write stories or scripts containing basic elements of fiction*

Unit 2 Book 2

Unit Theme: Discoveries

Story Theme: Remembering the Past

Story 3: Remembering the Past & Maya Lin Architect of Memory

Genre: Nonfiction Article (10.3)

Objectives (Students will...)

1. Phonics/decoding/spelling – to be able to decode words with inflectional endings (4.4)
2. Continue with writing main idea and details (19.23)
3. To be able to write a dialogue from different points of view (19.14)

Essential Question

Is it important to remember what happened in the past?

Why or why not?

Teacher Resources

1. Treasure Reading Book 1
2. Spelling Practice Book
3. Grammar practice Book
4. Leveled Readers

Media and Technology Resources

1. Audio Tapes
2. Transparency
3. Smart Board

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.
Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.
Quiz: Formal assessments will be given as warranted by the curriculum.
Spelling Assessments
Weekly Assessments – Reading Comprehension

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Grade 5 Week 10

Massachusetts Performance Standards

The students will:

- 10.3 Identify and analyze the characteristics of various genres (poetry, fiction, nonfiction, short story, dramatic literature) as forms with distinct characteristics and purpose
- 7.2 Demonstrate orally that phonemes exist and that they can be isolated and manipulated
- 5.14 Identify correct mechanics and correct sentence structure
- 4.4 Identify base words and their inflectional forms
- 9.1 Identify similarities in plot, setting, and character among the works of an author or illustrator
- 12.3 Identify and analyze the elements of setting, characterization, and plot
- 9.3 Identify similarities and differences between the characters and events in a literary work and the actual experiences in an author's life
- 13.12 Summarize main ideas and supporting details

Unit 2 Book 2
 Unit Theme: Discoveries
 Story Theme: The Caribbean Islands
 Story 4: The Night of San Juan
 Genre: Fiction (10.3)

Objectives (Students will...)

1. Phonics/decoding/spelling – to be able to decode words with o, ou, and oi (7.2)
2. To introduce singular possessive nouns (5.14)
3. To introduce words with suffixes ous, tion, and ity (4.4)
4. To continue story mapping with characters, setting, and plot (9.1)
5. To identify problems and solutions of the story (12.3)
7. Students will enhance comprehension skills with compare and contrast strategy (9.3)
8. To continue modeling multiple paragraph essays with main idea and detail strategy (13.12)

Essential Question

What would it be like to live in the Caribbean?

 What makes island culture different from mainland culture?

Teacher Resources

1. Treasure Reading Book 1
2. Spelling Practice Book
3. Grammar practice Book
4. Leveled Readers

Media and Technology Resources

1. Audio Tapes
2. Transparency
3. Smart Board

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.
Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.
Quiz: Formal assessments will be given as warranted by the curriculum.
Spelling Assessments
Weekly Assessments – Reading Comprehension

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Grade 5 Week 11

Massachusetts Performance Standards

The students will:

- 10.3 Identify and analyze the characteristics of various genres (poetry, fiction, nonfiction, short story, dramatic literature) as forms with distinct characteristics and purpose
- 7.7 Use letter sound knowledge to decode written English
- 4.16 Identify and apply the meaning of the terms antonym, synonym, and homophone
- 4.4 Identify base words and their inflectional forms
- 7.10 Read aloud grade appropriate imaginative/literary and informational/expository text fluently, accurately, and timing, change in voice, and expression
- 7.9 Read grade appropriate imaginative/ literary and informational/expository text with comprehension
- 8.14 Make judgments about setting, characters, and events and support them with evidence from text
- 14.2 Identify rhyme and rhythm, repetition, similes, and sensory images in poems

Unit 2 Book 2
 Unit Theme: Discoveries
 Story Theme: Cowboys and Cowgirls
 Story 5: Black Cowboy Wild Horses – A True Story
 Genre: Biography (10.3)

Objectives (Students will...)

1. Phonics/decoding/spelling – students will be able to build words with VCCV pattern (7.7)
2. Be able to use antonyms in analogies (4.16)
3. Introduce plural nouns (4.4)
4. Be able to explain rules for plural and possessive nouns (4.4)
5. Be able to read passages fluently and with expression (7.10)
6. Be able to read poems for understanding (7.9)
7. Continue to use strategies of inferencing for comprehension (8.14)
8. Be able to use similes to enhance comprehension skills (14.2)

Essential Question

What do you know about cowboys and cowgirls?

 What does it take to be a real cowboy?

Teacher Resources

1. Treasure Reading Book 1
2. Spelling Practice Book
3. Grammar practice Book
4. Leveled Readers

Media and Technology Resources

1. Audio Tapes
2. Transparency
3. Smart Board

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.
Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.
Quiz: Formal assessments will be given as warranted by the curriculum.
Spelling Assessments
Weekly Assessments – Reading Comprehension

Lesson Completion Date:

Technology Used/ Date Used:

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Comments:

Grade 5 Week 12

Massachusetts Performance Standards

The students will:

- 10.3 Identify and analyze the characteristics of various genres (poetry, fiction, nonfiction, short story, dramatic literature) as forms with distinct characteristics and purpose
- 8.22 Identify and analyze main ideas, supporting ideas, and supporting details
- 7.9 Read grade appropriate imaginative/ literary and informational/expository text with comprehension
- 4.7 Use knowledge of the meaning of individual words to predict the meaning of unknown compound words
- 7.2 Demonstrate orally that phonemes exist and that they can be isolated and manipulated
- 4.4 Identify base words and their inflectional forms
- 14.3 Respond to and analyze the effects of sound, figurative language, and graphics in order to uncover meaning, in literature
- 7.10 Read aloud grade appropriate imaginative/literary and informational/expository text fluently, accurately, and timing, change in voice, and expression
- 19.23 Write multi-paragraph compositions that have clear topic development, logical organization, effective use of detail, and variety in sentence structure
- 19.14 Write stories or scripts containing basic elements of fiction

Unit 2 Book 2
 Unit Theme: Discoveries
 Unit Review
 Story : **The Story of Radio**
 Genre: Informational Article (10.3)

Objectives (Students will...)

1. Review comprehension skills from weeks 7-11 (8.22, 7.9)
2. Review vocabulary strategies from weeks 7-11 (4.7)
3. Review grammar and spelling from weeks 7-11 (7.2, 4.4)
4. Review literary elements and study skills from weeks 7-11 (14.3, 7.10)
5. Review writing techniques from weeks 7-11 (19.23, 17.14)

Essential Question

- Why was the radio first invented?
- Why are radios still important today?

Teacher Resources

1. Treasure Reading Book 1
2. Spelling Practice Book
3. Grammar practice Book
4. Leveled Readers

Media and Technology Resources

1. Audio Tapes
2. Transparency
3. Smart Board

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.
Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.
Quiz: Formal assessments will be given as warranted by the curriculum.
Spelling Assessments
Weekly Assessments – Reading Comprehension

Lesson Completion Date:

Technology Used/ Date Used:

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Comments:

Grade 5 Week 13

Massachusetts Performance Standards

The students will:

- 10.3 Identify and analyze the characteristics of various genres (poetry, fiction, nonfiction, short story, dramatic literature) as forms with distinct characteristics and purpose
- 7.2 Demonstrate orally that phonemes exist and that they can be isolated and manipulated
- 4.17 Determine the meaning of unfamiliar words using context clues
- 5.6 Identify the four basic parts of speech
- 5.7 Identify correct mechanics and correct sentence structure
- 7.7 Use letter sound knowledge to decode written English
- 19.13 Write an account based on personal experience that has a clear focus and sufficient supporting detail
- 9.1 Identify similarities in plot, setting, and character among the works of an author or illustrator
- 13.5 Restate main ideas and important facts from a text heard or read

Unit 3 Book 3

Unit Theme: Turning Points

Story Theme: The American Revolution

Story 1: Sleds on Boston Common

Genre: Historical Fiction (10.3)

Objectives (Students will...)

1. Phonics/Decoding/Spelling – Students will be able to decode words with V/CV and VC/V patterns (7.2)
2. Be able to use context clues to figure out word meanings (4.17)
3. Be introduced to action verbs (5.6)
4. Be able to use mechanics for subject-verb agreement (5.7)
5. Be able to build word families based on root words (7.7)
6. Be able to write a letter by drawing conclusions from a conversation (19.13)
7. Continue working on strategies for reading comprehension; ie-inferencing, analyze, character, setting, and plot (9.1)
8. Be able to draw conclusions by using text clues (13.5)

Essential Question

Why is the American Revolution important?

What was it like to be a child in Boston at the time of the Revolutionary War?

Teacher Resources

1. Treasure Reading Book 3
2. Spelling Practice Book
3. Grammar Practice Book
4. Leveled Readers

Media and Technology Resources

1. Audio Tapes
2. Transparencies
3. Smart Board

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Spelling Assessments

Weekly Assessments

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Grade 5 Week 14

Massachusetts Performance Standards

The students will:

- 10.3 Identify and analyze the characteristics of various genres (poetry, fiction, nonfiction, short story, dramatic literature) as forms with distinct characteristics and purpose
- 7.2 Demonstrate orally that phonemes exist and that they can be isolated and manipulated
- 4.17 Determine the meaning of unfamiliar words using context clues
- 5.11 Identify verb phrases and verb tenses
- 5.7 Identify correct mechanics, correct usage, and correct sentence structure
- 8.17 Distinguish fact from opinion

Unit 3 Book 3

Unit Theme: Turning Points

Story Theme: The Right to Vote

Story 2: When Esther Morris Headed West

Genre: Biography (10.3)

Objectives (Students will...)

1. Phonics/Decoding/Spelling – Students will be able to decode words with V/V patterns (7.2)
2. Be able to use context clues to determine word meanings (4.17)
3. Be able to use appropriate verb tense; ie-present, past, and future tense (5.11)
4. Be able to use mechanics of capitalization and punctuation in poetry writing (5.7)
5. Be able to distinguish between fact and opinion with the use of newspaper headlines (8.17)

Essential Question

Why should people vote?

Why do you think it took women so long to win the right to vote in the United States?

Teacher Resources

1. Treasure Reading Book 3
2. Spelling Practice Book
3. Grammar Practice Book
4. Leveled Readers

Media and Technology Resources

1. Audio Tapes
2. Transparencies
3. Smart Board

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Spelling Assessments

Weekly Assessments

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Grade 5 Week 15

Massachusetts Performance Standards

The students will:

- 10.3 Identify and analyze the characteristics of various genres (poetry, fiction, nonfiction, short story, dramatic literature) as forms with distinct characteristics and purpose
- 7.2 Demonstrate orally that phonemes exist and that they can be isolated and manipulated
- 4.17 Determine the meaning of unfamiliar words using context clues
- 4.18 Determine the meaning of unfamiliar words using knowledge of common Greek and Latin roots, suffixes, and prefixes
- 5.11 Identify verb phrases and verb tenses
- 5.20 Identify correct mechanics, correct usage, and correct sentence structure
- 8.17 Distinguish fact from opinion
- 8.18 Summarize main ideas and supporting details

Unit 3 Book 3

Unit Theme: Turning Points

Story Theme: Protecting the Environment

Story 3: Beyond the Horizon

Genre: Nonfiction Article (10.3)

Objectives (Students will...)

1. Phonics/Decoding/Spelling – Students will be able to decode words with VCCCV Patterns (7.2)
2. Be able to use context clues to determine word meanings (4.17)
3. Be able to apply knowledge of prefixes to form new words (4.18)
4. Be able to recognize main and helping verbs and use them correctly in sentence structure (5.11)
5. Be able to understand the mechanics of contractions to form words (5.20)
6. Continue comprehension skills of fact and opinion (8.17)
7. Continue to work to maintain skills of main idea and details to enhance writing of essays (8.18)

Essential Question

Why should people care about the environment?

Can people around the world improve their standard of living and still protect their environment?

Teacher Resources

1. Treasure Reading Book 3
2. Spelling Practice Book
3. Grammar Practice Book
4. Leveled Readers

Media and Technology Resources

1. Audio Tapes
2. Transparencies
3. Smart Board

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Spelling Assessments

Weekly Assessments

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Grade 5 Week 16

Massachusetts Performance Standards

The students will:

- 10.3 Identify and analyze the characteristics of various genres (poetry, fiction, nonfiction, short story, dramatic literature) as forms with distinct characteristics and purpose
- 7.7 Use letter sound knowledge to decode written English
- 5.7 Identify correct mechanics, correct usage, and correct sentence structure
- 8.16 Distinguish cause from effect
- 8.24 Interpret mood and tone, and give supporting evidence in a text
- 11.1 Relate themes in works of fiction and nonfiction to personal experience
- 13.19 Identify and use knowledge of common graphic features

Unit 3 Book 3

Unit Theme: Turning Points

Story Theme: Desert Habitats

Story 4: My Great-Grandmother's Gourd

Genre: Realistic Fiction (10.3)

Objectives (Students will...)

1. Phonics/Decoding/Spelling – Students will be able to recognize and use the accented syllables of words (7.7)
2. Be introduced to linking verbs and their usage in a sentence (5.7)
3. Continue to work on mastery of comprehension skills with strategies such as cause and effect (8.16)
4. Be able to draw conclusions, and compare and contrast (8.24)
5. Be able to find the theme (message) that the author was trying to get across in the story (11.1)
6. Be able to use process diagram to extract information from text (13.19)

Essential Question

How do animals and people survive in the desert?

Teacher Resources

1. Treasure Reading Book 3
2. Spelling Practice Book
3. Grammar Practice Book
4. Leveled Readers

Media and Technology Resources

1. Audio Tapes
2. Transparencies
3. Smart Board

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Spelling Assessments

Weekly Assessments

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Grade 5 Week 17

Massachusetts Performance Standards

The students will:

- 10.3 Identify and analyze the characteristics of various genres (poetry, fiction, nonfiction, short story, dramatic literature) as forms with distinct characteristics and purpose
- 4.4 Identify base words and their inflectional forms
- 5.11 Identify verb phrases and verb tenses
- 15.4 Identify and analyze the importance of shades of meaning in determining word choice in a piece of literature
- 8.6 Make predictions about what will happen next in a story, and explain whether they were confirmed or disconfirmed and why
- 14.2 Identify rhyme and rhythm, repetition, similes, and sensory images in poems
- 4.6 Identify common antonyms and synonyms

Unit 3 Book 3
 Unit Theme: Turning Points
 Story Theme: Into the Future
 Story 5: Zathura
 Genre: Science Fiction (10.3)

Objectives (Students will...)

1. Phonics/Decoding/Spelling – Students will be able to decode words with the final er sound (4.4)
2. Be introduced to irregular verbs (5.11)
3. Continue to use comprehension strategies of making inferences and analyzing (15.4)
4. Continue to work on making predictions in using their comprehension skills (8.6)
5. Be able to use figurative language to make comparisons in the text with the use similes (14.2)
6. Be able to use synonyms in analogies (4.6)

Essential Question

What are some inventions you would like to see in the future?

Teacher Resources

1. Treasure Reading Book 3
2. Spelling Practice Book
3. Grammar Practice Book
4. Leveled Readers

Media and Technology Resources

1. Audio Tapes
2. Transparencies
3. Smart Board

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.
Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.
Quiz: Formal assessments will be given as warranted by the curriculum.
Spelling Assessments
Weekly Assessments

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Grade 5 Week 18

Massachusetts Performance Standards

The students will:

- 10.3 Identify and analyze the characteristics of various genres (poetry, fiction, nonfiction, short story, dramatic literature) as forms with distinct characteristics and purpose
- 8.18 Summarize main ideas and supporting details
- 4.17 Determine the meaning of unfamiliar words using context clues
- 7.7 Use letter sound knowledge to decode written English
- 5.7 Identify correct mechanics, correct usage, and correct sentence structure
- 5.20 Identify correct mechanics, correct usage, and correct sentence structure

Unit 3 Book 3

Unit Theme: Turning Points

Unit review

Story : Everybody Can Serve

Genre: Fictional Article (10.3)

Objectives (Students will...)

1. Be able to use fictional articles which explain how to do a certain function using step-by-step directions
2. Review comprehension skills from weeks 13-17 (8.18)
3. Review vocabulary strategies from weeks 13-17 (4.17)
4. Review spelling and grammar from weeks 13-17 (7.7, 5.7, 5.20)
5. Review literary elements and study skills from weeks 13-17 (10.3)

Essential Question

Why is it important for everyone to give back to their community?

Teacher Resources

1. Treasure Reading Book 3
2. Spelling Practice Book
3. Grammar Practice Book
4. Leveled Readers

Media and Technology Resources

1. Audio Tapes
2. Transparencies
3. Smart Board

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.
Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.
Quiz: Formal assessments will be given as warranted by the curriculum.
Spelling Assessments
Weekly Assessments

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Grade 5 Week 19

Massachusetts Performance Standards

The students will:

- 10.3 Identify and analyze the characteristics of various genres (poetry, fiction, nonfiction, short story, dramatic literature) as forms with distinct characteristics and purpose
- 7.7 Use letter sound knowledge to decode written English
- 4.16 Identify and apply the meaning of the terms antonym, synonym, and homophone
- 5.9 Identify the eight parts of speech
- 5.15 Recognize the basic patterns of English sentences
- 14.3 Respond to and analyze the effects of sound, figurative language, and graphics in order to uncover meaning, in literature
- 8.24 Interpret mood and tone, and give supporting evidence in a text

Unit 4 Book 4

Unit Theme: Experiences

Story Theme: Civil Rights

Story 1: Goin' Someplace Special

Genre: Historical Fiction (10.3)

Objectives (Students will...)

1. Phonics/Decoding/Spelling – Students will be able to find and pronounce words with e and en (7.7)
2. Be able to recognize and define homophones (4.16)
3. Be introduced to pronouns and antecedents (5.9)
4. Be able to use pronoun-antecedent agreement in daily writing (5.15)
5. Be able to use figurative language to make comparisons in the text with the use and knowledge of metaphors (14.3)
6. Be able to draw conclusions based on the text and previous knowledge (8.24)

Essential Question

What rights do you think all citizens of the United States should have?

Teacher Resources

1. Treasure Reading Book 4
2. Spelling Practice Book
3. Grammar Practice Book
4. Leveled Readers

Media and Technology Resources

1. Audio Tapes
2. Transparencies
3. Smart Board

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Spelling and Grammar Assessments

Weekly Assessments

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Grade 5 Week 20

Massachusetts Performance Standards

The students will:

- 10.3 Identify and analyze the characteristics of various genres (poetry, fiction, nonfiction, short story, dramatic literature) as forms with distinct characteristics and purpose
- 7.7 Use letter sound knowledge to decode written English
- 4.17 Determine the meaning of unfamiliar words using context clues
- 5.9 Identify the eight parts of speech
- 4.16 Identify and apply the meaning of the terms antonym, synonym, and homophone
- 9.1 Identify similarities in plot, setting, and character among the works of an author or illustrator
- 8.7 Retell a story's beginning, middle, and end

Unit 4 Book 4

Unit Theme: Experiences

Story Theme: Animal Defenses

Story 2: Carlos and the Skunk

Genre: Realistic Fiction (10.3)

Objectives (Students will...)

1. Phonics/Decoding/Spelling – Students will be able to decode ambiguous vowels in accented syllables (7.7)
2. Be able to use context cues to determine word meanings (4.17)
3. Be introduced to subject, object, indefinite, and relative pronouns (5.9)
4. Be able to use homograph pairs correctly in sentences (4.16)
5. Be able to determine the author's purpose for writing by using context clues (4.17)
6. Be able to use illustration clues to identify setting of the story (9.1)
7. Continue to use comprehension strategies to continue to master skills such as summarizing, inferencing, identifying plot, and sequencing (8.7)

Essential Question

How do animals defend themselves when they are scared or threatened?

Teacher Resources

1. Treasure Reading Book 4
2. Spelling Practice Book
3. Grammar Practice Book
4. Leveled Readers

Media and Technology Resources

1. Audio Tapes
2. Transparencies
3. Smart Board

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Spelling and Grammar Assessments

Weekly Assessments

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Grade 5 Week 21

Massachusetts Performance Standards

The students will:

- *10.3 Identify and analyze the characteristics of various genres (poetry, fiction, nonfiction, short story, dramatic literature) as forms with distinct characteristics and purpose*
- *7.7 Use letter sound knowledge to decode written English*
- *4.17 Determine the meaning of unfamiliar words using context clues*
- *5.7 Identify correct mechanics, correct usage, and correct sentence structure*
- *5.14 Identify correct mechanics and correct sentence structure*
- *8.6 Make predictions about what will happen next in a story, and explain whether they were confirmed or disconfirmed and why*

Unit 4 Book 4

Unit Theme: Experiences

Story Theme: Democracy

Story 3: Getting Out the Vote

Genre: Nonfiction Article (10.3)

Objectives (Students will...)

1. Phonics/Decoding/Spelling – Students will be able to decode accented syllables in homographs (7.7)
2. Be able to use context clues to determine word meaning (4.17)
3. Be introduced to pronouns –verb agreement (5.7)
4. Be able to use correct abbreviations for people’s titles, kinds of streets, and street names (5.14)
5. Be able to make generalizations when analyzing text (8.6)

Essential Question

What are the characteristics of a democratic form of government?

Who votes, who doesn’t vote, and why?

If you were eligible to vote now, would you? Explain?

Why is it important for countries around the world to cooperate?

Teacher Resources

1. Treasure Reading Book 4
2. Spelling Practice Book
3. Grammar Practice Book
4. Leveled Readers

Media and Technology Resources

1. Audio Tapes
2. Transparencies
3. Smart Board

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Spelling and Grammar Assessments

Weekly Assessments

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Grade 5 Week 22

Massachusetts Performance Standards

The students will:

- 10.3 Identify and analyze the characteristics of various genres (poetry, fiction, nonfiction, short story, dramatic literature) as forms with distinct characteristics and purpose
- 7.7 Use letter sound knowledge to decode written English
- 4.17 Determine the meaning of unfamiliar words using context clues
- 5.9 Identify the eight parts of speech
- 5.20 Identify correct mechanics, correct usage, and correct sentence structure
- 13.17 Identify and analyze main ideas, supporting ideas, and supporting details

Unit 4 Book 4

Unit Theme: Experiences

Story Theme: Extreme Weather

Story 4: Hurricanes

Genre: Informational Nonfiction (10.3)

Objectives (Students will...)

1. Phonics/Decoding/Spelling – Students will be able to decode words with cher and zher (7.7)
2. Be able to apply knowledge of word meaning and context clues (4.17)
3. Be introduced to possessive pronouns (5.19)
4. Be able to identify when hyphens are used in word formation (5.20)
5. Be able to develop the comprehension skill of using descriptive facts for informational purposes (13.17)
6. Be able to identify authors purpose (13.17)

Essential Question

Describe the most extreme weather conditions you have ever experienced?

How does a tropical storm become a category 5 hurricane?

Teacher Resources

1. Treasure Reading Book 4
2. Spelling Practice Book
3. Grammar Practice Book
4. Leveled Readers

Media and Technology Resources

1. Audio Tapes
2. Transparencies
3. Smart Board

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Spelling and Grammar Assessments

Weekly Assessments

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Grade 5 Week 23

Massachusetts Performance Standards

The students will:

- 10.3 Identify and analyze the characteristics of various genres (poetry, fiction, nonfiction, short story, dramatic literature) as forms with distinct characteristics and purpose
- 7.7 Use letter sound knowledge to decode written English
- 4.16 Identify and apply the meaning of the terms antonym, synonym, and homophone
- 5.14 Identify correct mechanics and correct sentence structure
- 14.3 Respond to and analyze the effects of sound, figurative language, and graphics in order to uncover meaning, in literature
- 8.9 Make predictions about the content of a text using prior knowledge and text features (heading, table of contents, key words), and explain whether they were confirmed or disconfirmed and why
- 11.2 Identify themes as lessons in folktales, fables, and Greek myths for children

Unit 4 Book 4

Unit Theme: Experiences

Story Theme: Trickster Tales

Story 5: The Catch of the Day - A Trickster Play

Genre: A Play (10.3)

Objectives (Students will...)

1. Phonics/Decoding/Spelling – Students will be able to decode words with –ance, -ence (7.7)
2. Be introduced to homophones (4.16)
3. Review usage of apostrophes with contractions, and possessive and reflective pronouns (5.14)
4. Be able to use analogies to illustrate relationships (14.3)
5. Continue to enhance their comprehension skills with review of various strategies; ie-making predictions, drawing Conclusions, and making inferences (8.9)
6. Be able to identify and explain the moral of a writing piece (genre-fable) (11.2)

Essential Question

Have you ever played a trick on someone? Explain what happened.

Teacher Resources

1. Treasure Reading Book 4
2. Spelling Practice Book
3. Grammar Practice Book
4. Leveled Readers

Media and Technology Resources

1. Audio Tapes
2. Transparencies
3. Smart Board

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Spelling and Grammar Assessments

Weekly Assessments

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Grade 5 Week 24

Massachusetts Performance Standards

The students will:

- *10.3 Identify and analyze the characteristics of various genres (poetry, fiction, nonfiction, short story, dramatic literature) as forms with distinct characteristics and purpose*
- *8.7 Retell a story's beginning, middle, and end*
- *7.7 Use letter sound knowledge to decode written English*
- *4.17 Determine the meaning of unfamiliar words using context clues*
- *5.9 Identify the eight parts of speech*
- *4.16 Identify and apply the meaning of the terms antonym, synonym, and homophone*
- *5.20 Identify correct mechanics, correct usage, and correct sentence structure*
- *8.24 Interpret mood and tone, and give supporting evidence in a text*

Unit 4 Book 4

Unit Theme: Experiences

Unit Review:

Story: Thomas Alva Edison, Inventor

Genre: Biography (10.3)

Objectives (Students will...)

1. Test strategy "Right There" – This is when answer is right on the page
2. Use "Think & Skim" strategies to find answers
3. Review comprehension skills from weeks 19-23 (8.7)
4. Review vocabulary strategies from weeks 19-23 (7.7, 4.17)
5. Review grammar and spelling from weeks 19-23 (5.9, 4.16)
6. Review writing techniques and strategies from weeks 19-23 (5.20)
7. Review literary elements and study skills from weeks 19-23 (8.24, 8.7)

Essential Question

Why might you want to thank Thomas Edison?

Teacher Resources

1. Treasure Reading Book 4
2. Spelling Practice Book
3. Grammar Practice Book
4. Leveled Readers

Media and Technology Resources

1. Audio Tapes
2. Transparencies
3. Smart Board

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Spelling and Grammar Assessments

Weekly Assessments

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Grade 5 Week 25

Massachusetts Performance Standards

The students will:

- 10.3 Identify and analyze the characteristics of various genres (poetry, fiction, nonfiction, short story, dramatic literature) as forms with distinct characteristics and purpose
- 7.7 Use letter sound knowledge to decode written English
- 5.6 Identify the four basic parts of speech
- 4.18 Determine the meaning of unfamiliar words using knowledge of common Greek and Latin roots, suffixes, and prefixes
- 12.4 Locate and analyze elements of plot and characterization and then use an understanding of these elements to determine how qualities of the central characters influence the resolution of the conflict
- 24.1 Generate questions and gather information from several sources in a classroom, school, or public library
- 9.2 Identify different interpretations of plot, setting, and character in the same work by different illustrators

Unit 5 Book 5

Unit Theme: Achievements

Story Theme: North Pole, South Pole

Story 1: Spirit of Endurance

Genre: Nonfiction (10.3)

Objectives (Students will...)

1. Phonics/Decoding/Spelling – Students will be able to decode words with the soft g sound (7.7)
2. Be able to introduced to adjectives(5.6)
3. Be introduced to demonstrative adjectives (5.6)
4. Be able to build words using roots and affixes (4.18)
5. Be able to use comprehension strategy of identifying a problem and their solutions (12.4)
6. Be able to generate questions as they read (24.1)
7. Be able to use illustrations as a comprehension tool (9.2)

Essential Question

What images come to mind when you think about the North and South Poles?

Teacher Resources

1. Treasure Reading Book 5
2. Spelling Practice Book
3. Grammar Practice Book
4. Leveled Readers

Media and Technology Resources

1. Audio Tapes
2. Transparencies
3. Smart Board

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.
Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.
Quiz: Formal assessments will be given as warranted by the curriculum.
Spelling and Grammar Assessments
Weekly Assessments

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Grade 5 Week 26

Massachusetts Performance Standards

The students will:

- 10.3 Identify and analyze the characteristics of various genres (poetry, fiction, nonfiction, short story, dramatic literature) as forms with distinct characteristics and purpose
- 4.16 Identify and apply the meaning of the terms antonym, synonym, and homophone
- 4.18 Determine the meaning of unfamiliar words using knowledge of common Greek and Latin roots, suffixes, and prefixes
- 5.10 Expand or reduce sentences (adding or deleting modifiers, combining or decombining sentences)
- 11.4 Analyze and evaluate similar themes across a variety of selections, distinguishing theme from topic
- 23.6 Decide on the placement of descriptive details about setting, characters, and events in stories

Unit 5 Book 5
Unit Theme: Achievements
Story Theme: Fantastic Foods
Story 2: Weslandia
Genre: Fantasy (10.3)

Objectives (Students will...)

1. Phonics/Decoding/Spelling – Students will be able to decode words that are homophones (4.16)
2. Be able to use word origins to help remember definitions (4.18)
3. Be introduced to articles and their usage ie – a, an, the (5.10)
4. Continue to use comprehension strategies such as using illustrations, compare and contrast, identifying theme and authors purpose (11.4)
5. Be able to use descriptive writing to describe characters mood (23.6)

Essential Question

What is the most interesting fruit or vegetable that you have ever seen or tasted?

Teacher Resources

1. Treasure Reading Book 5
2. Spelling Practice Book
3. Grammar Practice Book
4. Leveled Readers

Media and Technology Resources

1. Audio Tapes
2. Transparencies
3. Smart Board

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.
Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.
Quiz: Formal assessments will be given as warranted by the curriculum.
Spelling and Grammar Assessments
Weekly Assessments

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Grade 5 Week 27

Massachusetts Performance Standards

The students will:

- 10.3 Identify and analyze the characteristics of various genres (poetry, fiction, nonfiction, short story, dramatic literature) as forms with distinct characteristics and purpose
- 4.9 Identify the meaning of common prefixes
- 4.6 Identify common antonyms and synonyms
- 5.6 Identify the four basic parts of speech
- 23.7 Group related items and place them in logical order when writing summaries or reports
- 12.4 Locate and analyze elements of plot and characterization and then use an understanding of these elements to determine how qualities of the central characters influence the resolution of the conflict

Unit 5 Book 5
Unit Theme: Achievements
Story Theme: Learning From Nature
Story 3: A Historic Journey
Genre: Nonfiction Article (10.3)

Objectives (Students will...)

1. Phonics/Decoding/Spelling – Students will be able to decode words with the prefixes dis, in, mis, pre (4.9)
2. Be able to use antonyms to understand word meanings (4.6)
3. Be introduced to comparative adjectives (5.6)
4. Use graphic aids as a comprehension tool so the reader understands the article (23.7)
5. Be able to make generalizations (12.4)

Essential Question

What can people gain by learning about nature?

How did the leaders of the Lewis and Clark expedition make history as both explorers and scientists?

Teacher Resources

1. Treasure Reading Book 5
2. Spelling Practice Book
3. Grammar Practice Book
4. Leveled Readers

Media and Technology Resources

1. Audio Tapes
2. Transparencies
3. Smart Board

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.
Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.
Quiz: Formal assessments will be given as warranted by the curriculum.
Spelling and Grammar Assessments
Weekly Assessments

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Grade 5 Week 28

Massachusetts Performance Standards

The students will:

- 10.3 Identify and analyze the characteristics of various genres (poetry, fiction, nonfiction, short story, dramatic literature) as forms with distinct characteristics and purpose
- 7.1 Demonstrate understanding of the forms and functions of written English
- 4.18 Determine the meaning of unfamiliar words using knowledge of common Greek and Latin roots, suffixes, and prefixes
- 5.9 Identify the eight parts of speech
- 13.13 Identify and use knowledge of common textural features (paragraphs, topic sentences, concluding sentences, glossary, index)
- 14.3 Respond to and analyze the effects of sound, figurative language, and graphics in order to uncover meaning in poetry
- 11.3 Apply knowledge of the concept that theme refers to the main idea and meaning of a selection, whether it is implied or stated

Unit 5 Book 5

Unit Theme: Achievements

Story Theme: Talking in Codes

Story 4: The Unbreakable Code

Genre: Historical Fiction (10.3)

Objectives (Students will...)

1. Phonics/Decoding/Spelling – Students will be able to decode words with suffixes (7.1)
2. Be able to determine parts of speech for words based on suffixes (4.18)
3. Be introduced to superlative adjectives as well as review comparative adjectives (5.9)
4. Be able to determine context clues in surrounding paragraphs and sentences (13.13)
5. Be introduced to the genre “cinquain” as a form of poetry writing (14.3)
6. Continue to master identifying the theme of the story (11.3)

Essential Question

What are some situations in which you might want talk in code?

Teacher Resources

1. Treasure Reading Book 5
2. Spelling Practice Book
3. Grammar Practice Book
4. Leveled Readers

Media and Technology Resources

1. Audio Tapes
2. Transparencies
3. Smart Board

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.
Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.
Quiz: Formal assessments will be given as warranted by the curriculum.
Spelling and Grammar Assessments
Weekly Assessments

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Grade 5 Week 29

Massachusetts Performance Standards

The students will:

- 10.3 Identify and analyze the characteristics of various genres (poetry, fiction, nonfiction, short story, dramatic literature) as forms with distinct characteristics and purpose
- 7.7 Use letter sound knowledge to decode written English
- 4.18 Determine the meaning of unfamiliar words using knowledge of common Greek and Latin roots, suffixes, and prefixes
- 5.18 Identify simple, compound, and complex sentences
- 8.19 Identify and analyze sensory details and figurative language
- 8.22 Identify and analyze main ideas, supporting ideas, and supporting details

Unit 5 Book 5

Unit Theme: Achievements

Story Theme: Whales

Story 5: The Gri Gri Tree from The Color of my Words

Genre: Realistic Fiction (10.3)

Objectives (Students will...)

1. Phonics/Decoding/Spelling – Students will be able to decode and build words with ion (7.7)
2. Be able to use Latin roots to understand meanings (4.18)
3. Be introduced to comparing with “good” and “bad” (5.18)
4. Be able to use figurative language as a strategy for writing (8.19)
5. Continue comprehension strategies and aid in their mastery of the skill (8.22)

Essential Question

What are some words that come to mind when you think about whales?

Teacher Resources

1. Treasure Reading Book 5
2. Spelling Practice Book
3. Grammar Practice Book
4. Leveled Readers

Media and Technology Resources

1. Audio Tapes
2. Transparencies
3. Smart Board

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Spelling and Grammar Assessments

Weekly Assessments

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Grade 5 Week 30

Massachusetts Performance Standards

The students will:

- 10.3 Identify and analyze the characteristics of various genres (poetry, fiction, nonfiction, short story, dramatic literature) as forms with distinct characteristics and purpose
- 9.2 Identify different interpretations of plot, setting, and character in the same work by different illustrators
- 4.18 Determine the meaning of unfamiliar words using knowledge of common Greek and Latin roots, suffixes, and prefixes
- 4.9 Identify the meaning of common prefixes
- 5.6 Identify the four basic parts of speech
- 4.6 Identify common antonyms and synonyms
- 12.4 Locate and analyze elements of plot and characterization and then use an understanding of these elements to determine how qualities of the central characters influence the resolution of the conflict
- 23.6 Decide on the placement of descriptive details about setting, characters, and events in stories
- 13.13 Identify and use knowledge of common textural features (paragraphs, topic sentences, concluding sentences, glossary, index)

Unit 5 Book 5
Unit Theme: Achievements
Unit Review
Story: The Work of Giants
Genre: Informational Selection (10.3)

Objectives (Students will...)

1. Review comprehension strategies from weeks 25-29 (9.2)
2. Review vocabulary strategies from weeks 25-29 (4.18, 4.9)
3. Review spelling and grammar from weeks 25-29 (5.6, 4.6)
4. Review literary elements and study skills from weeks 25-29 (12.4)
5. Review writing techniques from weeks 25-29 (23.6, 13.13)

Essential Question

What benefits and hardships do workers of railroads face?

Teacher Resources

1. Treasure Reading Book 5
2. Spelling Practice Book
3. Grammar Practice Book
4. Leveled Readers

Media and Technology Resources

1. Audio Tapes
2. Transparencies
3. Smart Board

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.
Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.
Quiz: Formal assessments will be given as warranted by the curriculum.
Spelling and Grammar Assessments
Weekly Assessment

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Grade 5 Week 31

Massachusetts Performance Standards

The students will:

- 10.3 Identify and analyze the characteristics of various genres (poetry, fiction, nonfiction, short story, dramatic literature) as forms with distinct characteristics and purpose
- 4.18 Determine the meaning of unfamiliar words using knowledge of common Greek and Latin roots, suffixes, and prefixes
- 4.16 Identify and apply the meaning of the terms antonym, synonym, and homophone
- 5.15 Recognize the basic patterns of English sentences
- 5.18 Identify simple, compound, and complex sentences
- 19.2 Dictate sentences for a story and collaborate to put the sentences in chronological sequence
- 12.3 Identify and analyze the elements of setting, characterization, and plot (including conflict)

Unit 6 Book 6

Unit Theme: Great Ideas

Story Theme: Fairy Tales

Story 1: The Golden Mare, the Firebird, and the Magic Ring

Genre: Fairy Tales (10.3)

Objectives (Students will...)

1. Phonics/Decoding/Spelling – Students will be able to decode words with Greek roots (4.18)
2. Apply knowledge of word meanings and context clues to recognize homophones (4.16)
3. Be introduced to adverbs (5.15)
4. Be able to use the words “good and “well” with the correct usage (5.18)
5. Develop the comprehension skill of sequencing for better understanding of the text (19.2)
6. Develop the strategy of paraphrasing for clarification of the text (12.3)

Essential Question

What are the features of a fairy tale?

Why do you think they are still popular after hundreds of years?

Teacher Resources

1. Treasure Reading Book 6
2. Spelling Practice Book
3. Grammar Practice Book
4. Leveled Readers

Media and Technology Resources

1. Audio Tapes
2. Transparencies
3. Smart Board

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Spelling and Grammar Assessments

Weekly Assessments

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Grade 5 Week 32

Massachusetts Performance Standards

The students will:

- **10.3 Identify and analyze the characteristics of various genres (poetry, fiction, nonfiction, short story, dramatic literature) as forms with distinct characteristics and purpose**
- **4.10 Identify the meaning of common Greek and Latin roots to determine the meaning of unfamiliar words**
- **5.6 Identify the four basic parts of speech**
- **4.8 Determine meaning of words by using a beginning dictionary**
- **8.5 Retell important facts from a text heard or read**
- **8.6 Make predictions about what will happen next in a story, and explain whether they were confirmed or disconfirmed and why**
- **8.24 Interpret mood and tone, and give supporting evidence in a text**

Unit 6 Book 6

**Unit Theme: Great Ideas
 Story Theme: Camping Out
 Story 2: Skunk Scout
 Genre: Realistic Fiction (10.3)**

Objectives (Students will...)

1. Phonics/Decoding/Spelling – Students will be able to decode words with Latin roots (4.10)
2. Be introduced to adverbs that compare (5.6)
3. Be able to use dictionaries to figure out multiple-meaning words (4.8)
4. Be able to use the strategy of interviewing to help students clarify meaning of words (8.5)
5. Continue to use comprehension skills to continue mastering skills such as making predictions, drawing conclusions, and to make inferences (8.6)
6. Be able to identify mood and tone of the reading text (8.24)

Essential Question

Have you been camping?

 How is camping out different from living at home?

Teacher Resources

1. Treasure Reading Book 6
2. Spelling Practice Book
3. Grammar Practice Book
4. Leveled Readers

Media and Technology Resources

1. Audio Tapes
2. Transparencies
3. Smart Board

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.
Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.
Quiz: Formal assessments will be given as warranted by the curriculum.
Spelling and Grammar Assessments
Weekly Assessments

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Grade 5 Week 33

Massachusetts Performance Standards

The students will:

- 10.3 Identify and analyze the characteristics of various genres (poetry, fiction, nonfiction, short story, dramatic literature) as forms with distinct characteristics and purpose
- 16.9 Identify conventions in epic tales (extended simile, the quest, the hero's tasks, special weapons or clothing, helpers)
- 5.18 Identify simple, compound, and complex sentences
- 4.13 Determine the meaning of unknown words using their context
- 13.21 Recognize use of arguments for and against an issue
- 13.3 Make predictions about the content of a text using prior knowledge and text and graphic features
- 8.17 Distinguish fact from opinion

Unit 6 Book 6

Unit Theme: Great Ideas

Story Theme: Improving Lives

Story 3: A Dream Comes True

Genre: Nonfiction Article (10.3)

Objectives (Students will...)

1. Phonics/Decoding/Spelling – Students will be able to decode words with roots in mythology (16.9)
2. Be introduced to negatives in grammar (5.18)
3. Be able to recognize and use a variety of context clues (4.13)
4. Be able to identify the main idea of an article (13.21)
5. Be introduced to the comprehension strategy of “techniques of persuasion” (13.3)
6. Continue to develop fact and opinion strategy(8.17)

Essential Question

How do our physical abilities and health affect the quality of our lives?

Why do all kids need a place to play?

Teacher Resources

1. Treasure Reading Book 6
2. Spelling Practice Book
3. Grammar Practice Book
4. Leveled Readers

Media and Technology Resources

1. Audio Tapes
2. Transparencies
3. Smart Board

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Spelling and Grammar Assessments

Weekly Assessments

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Grade 5 Week 34

Massachusetts Performance Standards

The students will:

- 10.3 Identify and analyze the characteristics of various genres (poetry, fiction, nonfiction, short story, dramatic literature) as forms with distinct characteristics and purpose
- 4.18 Determine the meaning of unfamiliar words using knowledge of common Greek and Latin roots, suffixes, and prefixes
- 5.17 Recognize the makeup and function of prepositional phrases
- 23.2 Arrange ideas in a way that makes sense
- 19.2 Dictate sentences for a story and collaborate to put the sentences in chronological sequence
- 21.4 Revise writing to improve level of detail and precision of language after determining where to add images and sensory detail, combine sentences, vary sentences, and rearrange text
- 4.10 Identify the meaning of common Greek and Latin roots to determine the meaning of unfamiliar words

Unit 6 Book 6

Unit Theme: Great Ideas

Story Theme: Balloon Flight

Story 4: Up in the Air: The Story of Balloon Flight

Genre: Nonfiction (10.3)

Objectives (Students will...)

1. Phonics/Decoding/Spelling – Students will be able to decode words with number prefixes (4.18)
2. Be introduced to prepositions and prepositional phrases (5.17)
3. Be able to use the writing strategy of rearranging ideas when writing about a complicated subject matter (23.2)
4. Be able to identify sequence of events (19.2)
5. Continue to enhance writing skills using the strategies of prewrite, draft, and revise (21.4)
6. Be able to enhance vocabulary by building words from their Greek roots (4.10)

Essential Question

Why do you think people still like to go up in hot-air balloons?

How has the invention of ballooning been useful?

Teacher Resources

1. Treasure Reading Book 6
2. Spelling Practice Book
3. Grammar Practice Book
4. Leveled Readers

Media and Technology Resources

1. Audio Tapes
2. Transparencies
3. Smart Board

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Spelling and Grammar Assessments

Weekly Assessments

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Grade 5 Week 35

Massachusetts Performance Standards

The students will:

- *10.3 Identify and analyze the characteristics of various genres (poetry, fiction, nonfiction, short story, dramatic literature) as forms with distinct characteristics and purpose*
- *7.1 Demonstrate understanding of the forms and functions of written English*
- *23.10 Organize information into a coherent essay or report with a thesis statement in the introduction, transition sentences to link paragraphs, and a conclusion*
- *4.10 Identify the meaning of common Greek and Latin roots to determine the meaning of unfamiliar words*
- *12.4 Locate and analyze elements of plot and characterization and then use an understanding of these elements to determine how qualities of the central characters influence the resolution of the conflict*
- *8.7 Retell a story’s beginning, middle, and end*
- *8.23 Use knowledge of genre characteristics to analyze a text*

Unit 6 Book 6

Unit Theme: Great Ideas

Story Theme: Scientists at work

Story 5: Hidden Worlds

Genre: Nonfiction (10.3)

Objectives (Students will...)

1. Phonics/Decoding/Spelling – Students will be able to decode words with the suffixes “able” and “ible” (7.1)
2. Be introduced to combining sentences (23.10)
3. Be able to build word families from Latin and Greek roots (4.10)
4. Continue the writing process by writing about “solving a problem” (12.4)
5. Use prior knowledge and be able to write a beginning, middle, and end (8.7)
6. Use the literary element of symbolism to aid in analyzing the story (8.23)

Essential Question

If you could be a scientist, what would you study?

What steps do you think you would have to take to become a scientist?

Teacher Resources

1. Treasure Reading Book 6
2. Spelling Practice Book
3. Grammar Practice Book
4. Leveled Readers

Media and Technology Resources

1. Audio Tapes
2. Transparencies
3. Smart Board

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.
Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.
Quiz: Formal assessments will be given as warranted by the curriculum.
Spelling and Grammar Assessments
Weekly Assessments

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Grade 5 Week 36

Massachusetts Performance Standards

The students will:

- 10.3 Identify and analyze the characteristics of various genres (poetry, fiction, nonfiction, short story, dramatic literature) as forms with distinct characteristics and purpose
- 8.6 Make predictions about what will happen next in a story, and explain whether they were confirmed or disconfirmed and why
- 8.24 Interpret mood and tone, and give supporting evidence in a text
- 4.18 Determine the meaning of unfamiliar words using knowledge of common Greek and Latin roots, suffixes, and prefixes
- 4.10 Identify the meaning of common Greek and Latin roots to determine the meaning of unfamiliar words
- 5.18 Identify simple, compound, and complex sentences
- 5.6 Identify the four basic parts of speech
- 12.3 Identify and analyze the elements of setting, characterization, and plot (including conflict)
- 16.9 Identify conventions in epic tales (extended simile, the hero's tasks, special weapons or clothing, helpers)

Unit 6 Book 6

Unit Theme: Great Ideas

Unit Review

Story: National Parks: Our National Treasures

Genre: Informational Article (10.3)

Objectives (Students will...)

1. Review comprehension strategies from weeks 31-35 (8.6, 8.24)
2. Review vocabulary strategies from weeks 31-35 (4.18, 4.10)
3. Review grammar and spelling from weeks 31-35 (5.18, 5.6)
4. Review literary and study skills from weeks 31-35 (12.3, 16.9)

Essential Question

Why are parks called national treasures?

Teacher Resources

1. Treasure Reading Book 6
2. Spelling Practice Book
3. Grammar Practice Book
4. Leveled Readers

Media and Technology Resources

1. Audio Tapes
2. Transparencies
3. Smart Board

Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Spelling and Grammar Assessments

Weekly Assessments

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments: